

Important Information for Parents/Guardians Grade 8 Assessment December 2002 Administration



STATE OF MAINE
DEPARTMENT OF EDUCATION
23 State House Station
Augusta, ME 04333
June 2003

Susan A. Gendron
COMMISSIONER

Dear Parents and Guardians:

In December 2002, students across the state participated in the Maine Educational Assessment (MEA) tests in English Language Arts—Reading and Writing; this is a report of these results. A second report will be sent to you in September 2003 with the results of the MEA assessments in mathematics, science and technology, and social studies. While the MEA has been administered to Maine students for the past 18 years, it is now designed to measure the progress of schools and students in achieving *Learning Results* expectations adopted by the Legislature in 1997. The MEA is aligned with the content standards described in Maine's *Learning Results*, which are available for your review at the following address:

<http://www.state.me.us/education/lres/homepage.htm>.

The MEA results are reported in four performance levels that describe the quality of a student's responses on each of the content area tests. While many students do not yet meet the *Learning Results* standards, keep in mind that these are new challenging standards for student performance. Our long-term goal is for all students to meet the standards so that Maine youth will be among the best educated in the world.

To fairly assess student progress in achieving *Learning Results*, Maine has chosen to use multiple local measures along with the MEA to create a more complete picture of a student's achievement. The MEA, as one measure of student performance, should be viewed with local measures of achievement, such as portfolios of student work, performance exhibitions, and end-of-term grades. The staff at your school will be able to provide further information about your student's performance on the MEA as well as the school's performance. I encourage you to contact the school to begin a conversation that will support your child's success.

Sincerely,

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Information on Maine's *Learning Results*

- The *Learning Results* were developed in eight content areas by thousands of Maine citizens.
- The MEA was rewritten by hundreds of Maine teachers to align with the *Learning Results*.
- Setting MEA performance standards based on the quality of student work was completed by hundreds of Maine teachers and citizens.
- For a copy of Maine's *Learning Results*, either call 624-6629 or find them on-line at

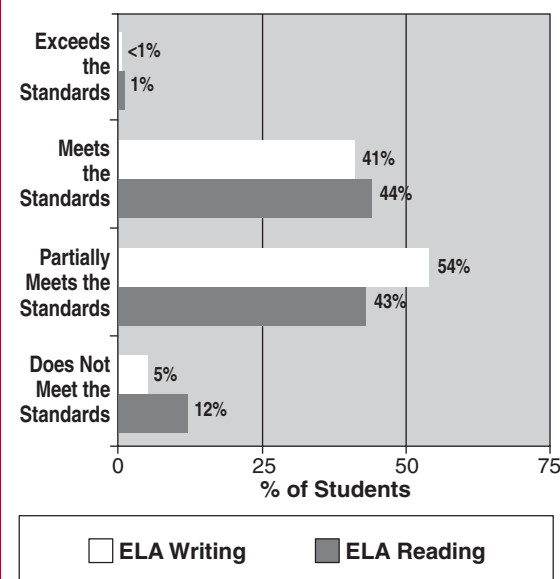
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Performance Levels and Score Ranges

On this assessment, results are reported as four performance levels using scaled scores that range from 501 to 580. **The text below describes the quality of student work for each performance level.**

- ☐ **Exceeds the Standards (561 to 580)**
The student's work demonstrates exemplary accomplishment of content knowledge, analysis, problem-solving, and communication skills.
- ☐ **Meets the Standards (541 to 560)**
The student's work demonstrates consistent accomplishment of content knowledge, analysis, problem-solving, and communication skills.
- ☐ **Partially Meets the Standards (521 to 540)**
The student's work demonstrates inconsistent accomplishment of content knowledge, analysis, problem-solving, and communication skills.
- ☐ **Does Not Meet the Standards (501 to 520)**
The student's work demonstrates limited command of content knowledge, analysis, problem-solving, and communication skills.

Maine State MEA Summary Results December 2002 Administration



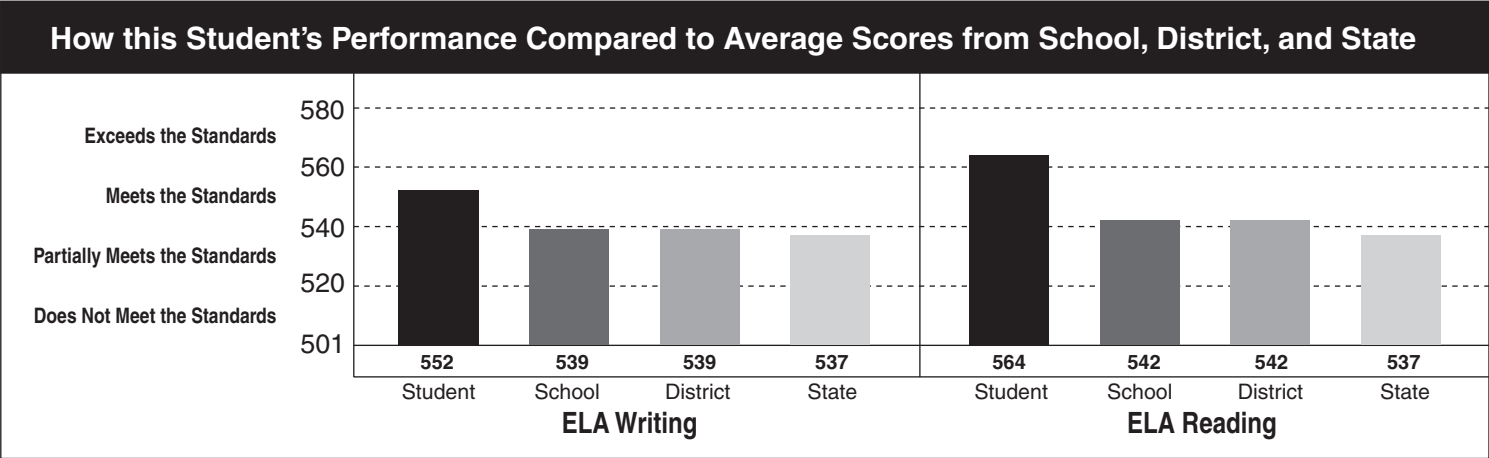
Student	Grade	School	District
[NAME OF STUDENT]	8	[NAME OF SCHOOL]	[NAME OF DISTRICT]

Content Area	Performance Level	Score	This Student's Performance Levels and Scores				
			Does Not Meet the Standards	Partially Meets the Standards	Meets the Standards	Exceeds the Standards	
ELA* Writing	Meets	552			◆		
ELA* Reading	Exceeds	564				◆	
			501	520	540	560	580

*ELA is an abbreviation for English Language Arts
Testing Incomplete (TI): Student failed to attempt one or more sessions.

See reverse side for description of performance levels and state summary results.

The diamond (◆) represents the student's score. The bar (▬) surrounding the score represents the probable range of scores for the student if he or she were to be tested many times. This statistic is called the standard error of measurement.



This Student's Performance in Content Area Subcategories						
Content Areas	Content Area Subcategories	Student's Score Compared with Meeting the State Standards				
		Weaker		Meets the Standards		Stronger
ELA Writing	Standard English Conventions (Standard F)					◆
	Stylistic and Rhetorical Aspects of Writing (Standard G)					◆
ELA Reading	Reading Process, Language, and Comprehension (Standards A, B, C, D)					◆

Definitions of Content Area Subcategories

Standard English Conventions: Refers to a student's ability to write correctly. Scoring focused on sentence structure, grammar and usage, and mechanics.

Stylistic and Rhetorical Aspects of Writing: Refers to a student's ability to use writing to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions. Scoring focused on topic development, organization, use of supportive details, and varied language and style.

Reading Process, Language, and Comprehension: Refers to a student's level of comprehension of literary reading selections (e.g., fiction, short stories, poetry) and informational reading selections (e.g., newspaper articles, informational essays, textbook passages), as well as a student's use of reading strategies, language, and analysis.

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September 2003

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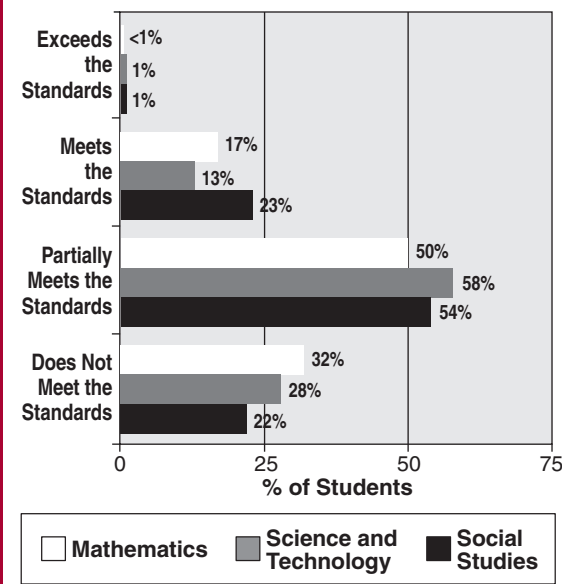
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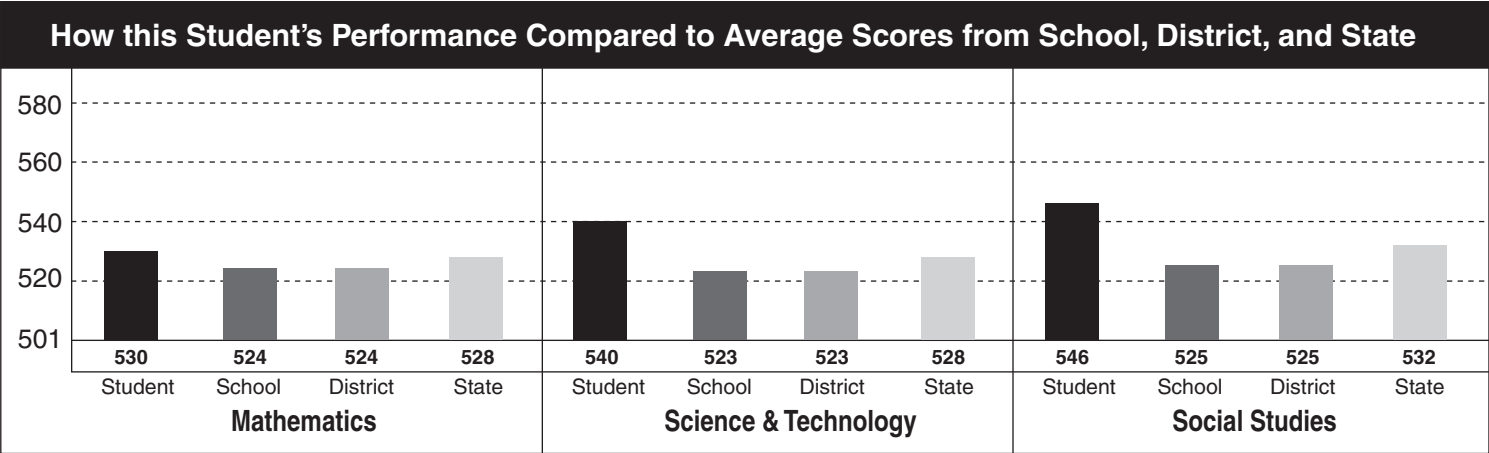
Content Area	Performance Level	Score	This Student's Performance Levels and Scores			
			Does Not Meet the Standards	Partially Meets the Standards	Meets the Standards	Exceeds the Standards
Mathematics	Partially Meets	530				
Science & Technology	Partially Meets	540				
Social Studies	Meets	546				

Testing Incomplete (TI):
Student failed to attempt one or more sessions.

501
520
540
560
580

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This Student's Performance in Content Area Subcategories							
Content Areas	Content Area Subcategories	Student's Score Compared with Meeting the State Standards					Definitions of Content Area Subcategories
		Weaker	Meets the Standards		Stronger		
Mathematics	Content		<div></div>				<p>Content: Refers to a student's knowledge and conceptual understanding of the content area and of the procedures necessary to acquire new learning.</p> <p>Application: Refers to a student's use of knowledge and to his/her conceptual and procedural understanding for applying knowledge in the content area through reasoning, inquiry, communicating ideas, and/or solving problems.</p> <p><i>Scores for Content and Application are derived from particular subsets of items in each content area that emphasize those types of knowledge.</i></p>
	Application			<div></div>			
Science & Technology	Content			<div></div>			
	Application				<div></div>		
Social Studies	Content				<div></div>		
	Application				<div></div>		